PRAIRIE WEST REGIONAL COLLEGE

2005-06

Annual Report

MISSION STATEMENT

Prairie West Regional College will provide learning opportunities that support the economic and social development of rural Saskatchewan.

TABLE OF CONTENTS

I. Letter of Transmittal ____ 1

II. Board's Report ____ 2

III. Chief Executive Officer's (CEO) Report ____ 3-4

IV. Programs and Services

1. Skills Training ____ 5-10
2. Basic Education ____ 11-13
3. University ____ 14
4. Services ____ 15-19

V. Human Resources ____ 20-21

VI. Financial Statements ____ 22-35

VII. Tables & Charts

1. Enrollments by Program Category Table ____ 36-41
2. Equity Participation Enrollments ____ 42
3. Student Success ____ 43
4. Equity Participation Completers and Graduates by Program ____ 44

VIII. Strategic Plan and Performance Measures Chart ____ 45-48

IX. Satisfaction Surveys – Skills Training ____ 49

X. Glossary of Terms ____ 50-51

I. LETTER OF TRANSMITTAL

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Phone (306) 948-3363
Fax (306) 948-2094

☐KINDERSLEY
514 Main Street
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Phone (306) 463-6431
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☐OUTLOOK
104 Saskatchewan Ave.
Box 1237
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Phone (306) 867-8857
Fax (306) 867-8722

☐ROSETOWN
1005 Main Street
Box 610
S0L 2V0
Phone (306) 882-4236
Fax (306) 882-2262

☐WARMAN
520 Central Street
Box 1001
S0K 4S0
Phone (306) 242-5377
Fax (306) 242-8662

December 11, 2006

Honourable Pat Atkinson, Minister
Advanced Education and Employment
Room 322, Legislative Building
Regina, SK S4S 0B3

Dear Minister Atkinson:

In compliance with Section 12.1 of the Regional Colleges Act and Section 14 of the Regional Colleges Regulations (Reg 1), I am pleased, on behalf of the Board, to present the Annual Report for Prairie West Regional College for the fiscal year ended June 30, 2006.

The College had another successful year in 2005 – 2006. The support received from the province enabled us to continue to provide high quality programs and services throughout west central Saskatchewan.

The College staff has accomplished noteworthy achievements during 2005– 2006 and the Board looks forward to further success in 2006 – 2007.

Sincerely,

John McPhail, Chairperson
Prairie West Regional College

II. BOARD'S REPORT

The Board of Prairie West Regional College engages in a consultative planning process with stakeholders each year to determine the education and training needs of the region, which then inform the college's goals and objectives for the upcoming year. The planning process culminates in the articulation of the college's direction and detailed plans presented in the annual Business Plan.

The college's mission statement: *Prairie West Regional College will provide learning opportunities that support the economic and social development of rural Saskatchewan,* guides the work of the college. To accomplish its mission, the college articulated the following goals:

- ~ Meet the needs of communities
- ~ Ensure delivery of high quality programs and services
- ~ Effectively manage the institution.

I am pleased to report that the college was very successful in accomplishing its stated goals during the year. Further, the college met its stated goals while meeting the significant challenges that face a rural based college like Prairie West. The area served by Prairie West encompasses 41,188 square kilometers and has a population of 65,512 that is widely dispersed, with 44 percent of its population living in rural municipalities, compared to 19 percent provincially. There are no cities in the Prairie West region. The major challenge for the college is to distribute its resources equitably throughout the region, so that all areas of the college are served effectively.

The Board and I would like to thank the many stakeholders who contribute to the continuing success of Prairie West Regional College, including the individuals and communities within the geographic region served by the college, business and industry partners, public organizations and institutions, and the province's Department of Advanced Education and Employment. The interest and active involvement of these stakeholders ensures that the college's programs and services are relevant, responsive, and meaningful to the region.

2005-06 BOARD OF DIRECTORS:

Scott, Ron (Chairperson)	Biggar, SK
McPhail, John (In-coming chairperson)	Outlook, SK
Bessey, George (appointed June 23, 2006)	Rosetown, SK
Buyck, Darlene	Warman, SK
Fleming, Ellwood (term ended June 23, 2006)	Rosetown, SK
Kay, Jan (term ended June 23, 2006)	Kindersley, SK
Kurtz, Joe	Kerrobert, SK
Marshall, Aasa	Kyle, SK
Sloman, Dianne (appointed June 23, 2006)	Ruthilda, SK

Executive Committee: Ron Scott, John McPhail, Aasa Marshall

The Board held seven regular meetings and an annual meeting in 2005-06.

III. CHIEF EXECUTIVE OFFICER'S (CEO) REPORT

The college focused on education and training that leads to employment by offering full-time and part-time institute credit programs, basic education and related programs and services, university programs, short-term business and industry credit and non-credit courses, community education courses, and career and student services support for students and the general public. There were 2,878 students enrolled at the college during 2005-06. Career and Student Services personnel engaged in approximately 6,346 sessions to provide assistance to students and the general public.

Prairie West College provides training to people where they live by operating five campuses in Kindersley, Biggar, Rosetown, Outlook and Warman. The college has technology enhanced Learning Centres at each of its five campuses, and a sixth Learning Centre in Macklin. The college has also entered into an agreement with the Full Gospel Bible College (FGBC) in Eston to establish a satellite receiving site to deliver credit institute and university courses to the one hundred students at the FGBC. Access to programs is increased by using state of the art technology, providing access to courses that may not be offered in a traditional learning environment during a particular year. Technology greatly enhances the traditional learning environment, by providing a vehicle for student and faculty interaction at different campuses and by providing access to learning resources that would not be otherwise available.

A significant economic driver in the Prairie West region is the oil and gas industry. To meet labour market needs, the Energy Training Centre (ETC) was established under the umbrella of the college in 2004 to train a productive and safe workforce for the energy sector. Enrolment at the ETC in Kindersley increased by 15 percent in 2005-06.

The college focuses on labour market needs, and recognizes that the way to achieve that goal is to ensure our students are successful. We do this by creating a learner-centred environment. Prairie West was the only Saskatchewan college to participate in the nation wide Adult Learner Focused Institutions (ALFI) project, which will result in an evaluation instrument to measure learner centredness in post-secondary institutions. Part of this exercise included examining and reflecting on the principles involved in being learner centred, which was highly beneficial for staff. All staff was engaged in the project, and we are confident the benefits will be passed on to our students.

College staff members are routinely engaged in economic and community development activities through active participation in community organizations, lending their support and expertise wherever possible. These activities ensure the college is responsive to labour market needs. Also, the college engages in a formal needs assessment process each year to ensure that the programs and services offered meet the needs of employers and students in the region. Consultations are carried out with all education and training stakeholders, including public and private organizations, and the general public. The needs assessment process combined with an annual strategic planning process undertaken

by the board and staff, ensure that the college is offering a combination of programs and services that will best serve its students and the region.

The college's successes during 2005-06 are attributable to its dedicated staff and the many individuals, organizations, agencies, and businesses that partnered with the college in serving the training needs of the region. We thank all those that have been involved during the year.

IV. PROGRAMS AND SERVICES

OVERVIEW

The college achieved a number of significant outcomes during 2005-2006. The following describes key accomplishments:

* There were 2,878 students enrolled at the college in 2005-06;
* 91% of graduates were employed or in further training, six months after graduation;
* 97% of students surveyed indicated their courses met their needs;
* The Energy Training Centre's enrolments increased by 15 percent;
* A proposal for Rig Technician as a certified trade, to be delivered by regional colleges, was developed and submitted to Saskatchewan Apprenticeship and Trade Certification Commission;
* A marketing strategy was launched;
* The Family Reading Connections literacy program held 54 sessions with 1,360 children and 570 caregivers (not included in overall enrollment numbers);
* The college's Career and Student Services staff provided 6,346 support services to learners;
* Technology Enhanced Learning was expanded with the establishment of a Learning Centre in Macklin and a satellite receiving site at the Full Gospel Bible College in Eston.

This section summarizes the college's programs and services in the following areas:

1. Skills Training
- Institute Credit
- Industry Credit
- Industry Non-Credit
- Future Skills

2. Basic Education
- Credit
- Non-Credit

3. University

4. Services
- Career and Student Services
- Technology Enhanced Learning Centre Services

1. SKILLS TRAINING

1-1 Institute Credit

Full-time and part-time technical programs are skills training programs that lead to a credential (certificate or diploma) from a credit granting institution. The college brokers these programs from the Saskatchewan Institute of Applied Science and Technology (SIAST) for the most part, and in some instances from the Saskatchewan Indian Institute of Technology (SIIT), the Southern Alberta Institute of Technology (SAIT), and Lakeland College.

Full-Time

In 2005-06, the college operated nine full-time credit programs: Carpentry, Welding, Electrician, Office Education, Truck Driver Training, Heavy Oil Operator Technician, Primary Care Paramedic, Power Engineering and Practical Nursing.

Part-Time

A wide range of Institute Credit programs are offered in a part-time format to allow students to complete their programs in one to three years, while maintaining full or part-time jobs and managing family obligations. Programs such as Continuing Care Assistant, Educational Assistant, Office Education, Youth Care Worker, and Oil Field Accounting were offered on a part-time basis in 2005-06. These courses are coordinated among the college's campuses and run in cycles so that students have maximum access throughout the region and can complete program requirements according to individual timelines.

The addition of video conferencing increased accessibility and reduced costs for students. For example, individuals or small groups of students in locations that did not warrant a traditional face-to-face class, or where a qualified instructor was not available, were able to participate through video conferencing in classes being taught at other campus locations.

SKILLS TRAINING STUDENT ENROLLMENT
306

1-2 Industry Credit

Industry credit programs encompass the largest segment of the college's business training programs. Industry credit includes education and training that leads to a credential recognized by an industry association or sector, regulatory body, or licensing agency. The college works closely with business and industry sectors in the region to provide appropriate and timely certification and re-certification for employees and to deliver courses that have been identified as a need through the Regional Needs Assessment and the college's participation in local economic planning initiatives.

College staff is involved in the Chambers of Commerce in Rosetown, Outlook, Kindersley and Biggar and with the Business Association in Warman. Staff is also involved with the various Regional Economic Development Authorities (REDAs) and Community Futures groups in the region.

A significant undertaking was the opening of the Energy Training Centre (ETC) in 2004 at the Kindersley campus. The centre's purpose is to train productive and safe employees for the energy sector. College coordinators meet regularly with the West Central Petroleum Safety Committee and the Business Focus Group to ensure that relevant programs are being offered. Over 1,000 students enrolled in Industry Credit and Institute Credit programs through the ETC in 2005–06, an increase of 15 percent from the previous year.

Safety Training

The oil industry continues to require safety training for certification of its oilfield workers and the college provides training through the ETC throughout the region to meet this need. Examples of Industry Credit safety training programs delivered include: Petroleum Safety Training (PST), WHMIS, Transportation of Danger Goods, First Aid and CPR, H2S Alive, and Confined Space and Ground Disturbance.

Public Access Defibrillation

A college representative from the Kindersley campus participated in a Public Access Defibrillation Committee that was organized to attain an Automated External Defibrillation site for the community. In January one site became operational, followed by the equipping of two additional sites by the end of May. The college provided training in the operation of this equipment for community representatives.

Truck Driver Training

Truck Driver Training for 1A licenses continued to be popular. Numerous 7-day programs were delivered to drivers with experience and a 5 week program was provided to participants with little or no experience. This training is of particular interest to farmers

who have longer distances to haul to terminals and who see opportunities for off-farm income with the attainment of a 1A license.

Water Management

The college offered Water Management exams in 2005-06 to help communities comply with Industry Certification Standards. These standards require all towns and villages to have certified operators for their water and wastewater plants.

Fork Lift Training

A number of businesses in the region identified the need to have their employees acquire skills in the operation of a fork lift. The college provided fork lift training for these employees.

Programs by Video Conference

The college offered classes in Commercial Pesticide Applicator training in a face-to-face mode as well as through video conferencing from site to site. Exam invigilation was also provided for people acquiring their certificate through home study. The Power Engineering, Boiler/Fireman level was also offered through video conferencing.

INDUSTRY CREDIT STUDENT ENROLLMENT
1,338

1-3 Industry Non-Credit

The college continues to offer programming for business and industry through non-credit courses that address the needs of the business community as identified in the Regional Needs Assessment. Traditional classroom training, one-to-one training, on-line training and work-based training are used to meet the individual training needs of business and industry. Examples of non-credit classes are: Bookkeeping, Microsoft Office Word, Excel, Access, Windows XP, Internet and E-mail.

The college works closely with community organizations to promote the economic and social health of their communities, as demonstrated in the following examples:

- Staff from the Rosetown campus worked with the Prairie Centre Credit Union, E2000, the Meridian Futures Corporation and Women Entrepreneurs of Saskatchewan to host "Walking the Tightrope," exploring ways of establishing balance between work and home;

- Kindersley campus partnered with the Meridian Futures Corporation to hold a successful "Youth Entrepreneurship Conference"; and,

- The Warman campus worked with the local Youth Board and coordinated the summer Youth Centre that provided over 100 youths with social, recreational and education programming during the summer.

College staff continued to seek out cost effective, relevant and transferable training to aid farmers and other rural businesses reeling from the effects of the economic depression in the farming industry. The Canadian Agricultural Skills Service (CASS) Program through Saskatchewan Agriculture and Food was introduced to help farmers and their spouses increase their family income by:

- Improving farm practices;
- Building new agricultural enterprises;
- Creating new business ventures; and,
- Obtaining employment income.

Prairie West Regional College is handling approximately 20% of all provincial clients in the CASS program.

INDUSTRY NON-CREDIT STUDENT ENROLLMENT
1,066

1-4 Future Skills

The work-based component of the Future Skills program provides an excellent training opportunity for small businesses in rural Saskatchewan where trained employees for smaller niche markets are not available. The program provides an opportunity for workers to be trained specifically to fulfill local needs and may also provide the employee with program credit from SIAST. Coordinators at each campus promote the program and provide employers with assistance in developing their training proposals.

JOB START / FUTURE SKILLS			
	2004-05	**2005-06**	***Variance***
# of Distinct Employers	19	17	*-2*
# of Contracts	26	25	*-1*
# of Trainees in Progress	0	16	*16*
# of Trainees Completed Successfully	42	59	*17*
# of Trainees Completed Unsuccessfully	1	1	*0*
# of Trainees did not Complete	1	4	*3*
Total # Trainees	44	80	*36*

2. BASIC EDUCATION

2-1 Basic Education Credit

Adult Education

Demand for Basic Education opportunities continues to be constant. Full-time programs were offered in three locations: Biggar, Kindersley, and Warman. At each location, there were more students seeking admission than seats available.

2005–06 was a year of transition for the school divisions of the province. The college held discussions with each of the three new divisions that are the college's partners. Sun West, Prairie Spirit, and Living Sky school divisions continue to value their partnerships with the college to deliver Basic Education opportunities to adults and younger students deemed "at risk."

In addition to the regular Basic Education program, the college partnered with the Saskatchewan Valley (Prairie Spirit) School Division to offer a Storefront Basic Education program in Warman. The storefront portion of the program is designed to assist at risk students from the K-12 system. The program provided an opportunity for those students enrolled in the program to acquire the basic skills necessary to allow them to pursue further training and/or employment. The college's Basic Education instructor and the instructor hired by the K-12 system collaborate to provide instruction to both groups of students, according to their individual areas of expertise.

The Biggar (Living Sky) School Division and the college partnered to deliver Basic Education to adult students in the Cando area, where adults were accepted into the Grade 10 or 12 programs in the K-12 system and received credit for Adult 10 and 12. These students received support and career counselling from the college's counsellor. Also, in partnership with the Biggar (Sun West) School Division, some students from the Biggar K-12 system were accepted into the Basic Education program, when it was determined by the school division that the adult system would more appropriately meet their needs. These students ranged in age from 17 to 19 and were struggling to advance through grade levels in the K-12 system.

The Saskatchewan Association for Community Living (SACL) and a local Group Home asked the college to deliver a Job Readiness program for clients living in the Group Home, rather than forcing these young people to relocate to a city to participate in such a program. A Ready to Work program was established in Biggar for two students. These two students attended the regular Basic Education program with the dedicated assistance of an Educational Assistant. The students participated as much as possible and when appropriate in general classroom activities. With the Educational Assistant's support, the students focused on the life and work skills necessary for them to be successful in obtaining meaningful work, whether paid or volunteer. The Educational Assistant also acted as their Job Coach when they went out into the workforce. The students worked in a variety of job placements throughout the year.

Saskatchewan Learning has been in the process of redesigning the Adult 10 program. The new Communications 10 curriculum was implemented in September 2004 and all Basic Education classes are working with the new material. The redesigned Social Sciences was implemented in 2005-06.

Video conferencing among the three Basic Education classrooms in the region occurred on a regular basis. Instructors prepared new material for the Social Sciences, which required group participation. Video conferencing supported this group work.

Instructors in Biggar piloted the new Life/Work Studies program. Provincial implementation of this new curriculum was scheduled for September 2006.

BASIC EDUCATION STUDENT ENROLLMENT
147

2-2 Basic Education Non-Credit

Family Reading Connections

The college offers literacy programming primarily through Learning Centres in Biggar, Kindersley, Outlook, Rosetown, Warman, and Macklin. These centres operate in the evenings from September through May. One-on-one assistance is provided to all clients. Learning Centre facilitators also provide support to volunteer tutors/learner pairs as required.

In addition to the Learning Centre model, the college has operated a Family Literacy program for the past five years. The Family Reading Connections program works with children and caregivers in a number of settings. In total, 54 sessions were held with 1,360 children and 570 caregivers participating in the program. Note that these numbers are not included in the enrollment charts in this report.

The Family Literacy project coordinator delivered three sessions of Lunch Time Connections to each of the two schools in Biggar along with three sessions at Cando, Landis, Sonningdale, and Plenty. Six sessions were held in Rosetown at Walter Asseltine School to accommodate the large number of participants. Four Hutterite Colony Schools in the Biggar-Rosetown area also participated in the School Connections part of the program.

In addition to the school programs, the Family Literacy coordinator worked with younger children and their caregivers in the Parent Mentoring Group and the Tiny Tot Nursery School, as well as families at the Community Kitchen, the local Food Bank, and students in the Basic Education classroom in Biggar.

In each of the programs, storybooks along with coloring books, puzzle books, finger-play books or writing books were given to the children at each session. Donations from local service clubs and businesses have helped to purchase the books that are distributed. Used books were collected in the community and distributed.

Packages of books were provided to the Heartland Health nurse in Biggar to distribute to mothers of new babies in the college's Books for Babies program. The public health nurse also distributed books in the Stories for Toddlers program for children in immunization clinics.

Twenty-four Story Sacks have been completed and were available for use in the schools and organizations in the area.

The college partnered with Biggar School Division, St. Gabriel School Division, Rosetown School Division and Heartland Health to deliver the various Family Literacy activities.

3. UNIVERSITY

The college offered seven points of access to university programming across the region through its Learning Centres and receiving sites. Access points offer a variety of services, including:

- Counseling to assist with program planning for each student;
- Mentorship and tutorial services with the assistance of a Learning Centre Facilitator;
- Flexible evening hours for students who access satellite televised programs;
- Workstations for on-line learning;
- Study rooms for quiet spaces to work and learn; and,
- Exam invigilation services available six days per week, 12 hours per day.

Priorities achieved in 2005-06:

√ A variety of Arts and Science courses were available for students to access throughout the region;

√ Counsellors provided individual assistance with university student registration systems;

√ Counsellors assisted students in labour market related information relevant to each individual;

√ Learning Centre facilitators and counsellors provided study skills and time management services in response to individual needs;

√ Full Gospel Bible College was established as a new televised site for the 2006-07 program year;

√ Students received library service orientations as needed; and,

√ Televised access was expanded to Macklin.

UNIVERSITY STUDENT ENROLLMENT
19

4. SERVICES

4-1 Career and Student Services

College counsellors provide services to college students and the general public. These services include: career, academic and financial counselling, personal counselling referrals, and the facilitation of a variety of workshops.

The demand and scope of services continues to increase. Psycho-educational assessment to students with learning barriers continues to be provided. Several learning disabled students benefited from the services of an Educational Assistant and/or tutor, and from technology enhanced learning services that supported learning in the classroom and at home. In addition, counsellors were trained to assist students with the development of a portfolio. Portfolio development is now a component of all Basic Education programs at the college.

Partnerships are an important part of the provision of Career and Student Services. The college has partnered with the Canada/Saskatchewan Career and Employment Services (CSCES) to provide a seamless approach to delivery of programs and services to the learner from both organizations. These services include: career counselling, career planning, goal setting, job search sessions, testing, and financial and funding inquiries.

Learner Support

The college provided 2,438 support services to learners. These services included: tutor matching, study/life management skills, technical assistance, employment services, employer services and exam invigilation.

Counselling

College counsellors and coordinators had 6,346 contacts with learners, including Learner Support above, in the 2005-06 year.

Career and Student Service Outreach

The college envisions an outreach process for adult learners that will overcome barriers of time, place, and tradition in order to create access to lifelong educational opportunities. Since adult learners are often apprehensive about entering a formal academic setting, adult learner friendly institutions use a variety of innovative methods and venues to communicate with adult learners about programs, support services, and career opportunities. These include attending community meetings, workplace presentations, and career and employment symposiums.

A one-stop centre model, available at times convenient to working adults, providing information on admission, financial aid, and advising is one approach to helping learners overcome some of the barriers associated with returning to formal study, thereby reducing anxiety and enabling adults to take the first steps toward enrolling in a program of study. Other approaches include:

- Developing recruitment and admissions practices and services that address the personal needs and concerns of adults who are unaccustomed to viewing themselves in the 'traditional' role of a student;

- Working collaboratively with adults to support them in overcoming the barriers that may prevent them from returning to learning;

- Providing clear, jargon-free advertising distributed in the community, public offices, and workplaces;

- Validating potential students by acknowledging family, work and community commitments;

- Recognizing the value of previous learning and encouraging adults to be active partners in the educational planning process;

- Assisting adult learners in making informed decisions about how well the college matches their interests and goals; and,

- Providing orientation and information sessions conducted at key times and locations in which students and staff can meet to discuss learning needs and identify necessary supports and recourses.

4-2 Technology Enhanced Learning Centre Services

Site Expansions

The college expanded access to technology enhanced learning with the establishment of televised sites at Macklin and Eston. The college also developed a partnership with the Full Gospel Bible College (FGBC) in Eston to create access to televised programming from Saskatchewan universities and SIAST. Under the agreement the college:

- Installed televised equipment;
- Provided initial counselling and support services for students attending classes in the Fall of 2006; and,
- Created a communication plan with FGBC that included news releases, stories on the project, two household mail outs to box holders in the Eston region, and detailed information on courses available.

The Macklin Learning Centre continued operations in the 2005-06 program year with an expansion of coordination, counselling and facilitating services. This was an attempt to gauge the on-going needs for services in the community, and the oil and gas industry in particular. A televised site was established in January of last year and an SCN attendant was hired to assist with technical duties of the televised programming and promotions of the courses for Fall of 2006. The televised site received a slow start due to a January start date but gained exposure with a number of business and industry programs taking place within the building.

Long Term Planning

Management and staff integrated the two service areas of Career and Students Services and Technology Enhanced Learning Centres and established a long-term strategic plan for integrated service operations within the region under one working unit. This change in service practice assists the college in fulfilling its goal to become more learner centred.

The college, along with fourteen Canadian institutions, evaluated a template designed to report on the level of adult friendly practices within post-secondary institutions. A diverse team of staff members was established to investigate the college's institutional programs, services and practices in order to evaluate the template.

Technology Enhanced Learning (TEL) Centre Services

Kindersley: Growth continues at a steady pace with support being provided to on-line oilfield training.

Rosetown: The focus of this centre is in support for GED preparation and mathematics in the trades.

Biggar: The centre continues to grow with the increasing aboriginal population accessing the Learning Centre during evenings, along with the regular day program that many access for Basic Education courses.

Warman: Strong support is provided for institutional credit students in time management, study skills, and essay writing.

Outlook: This centre has had an increase in the need for tutorial assistance for new immigrants requiring support for English as a Second Language.

Macklin: The focus of this centre is to support the training needs of business and oil industry employees requiring flexible access to on-line oilfield training and office skills.

One hundred and seventy-five e-mail accounts were distributed to students and staff to assist in increased communication among students, staff and faculty. Faculty in the Office

Education program used the security of the on-line conferencing area to create access to assignments. Staff has access to an expanded common scheduling system so that student and employer needs can be met in a timely and efficient manner.

A part-time marketing coordinator began the expansion and development of a college web site, profiling learning centre services.

New data lines were installed in the Rosetown office to increase access to the Internet for students in two televised classrooms.

Facilitation and Tutoring

Counsellors and Learning Centre Facilitators provided six group orientations to on-line learning to students accessing on-line learning.

Instructor training was developed and set up for the Fall of 2006 as an extension of the newly developed Instructor Handbook on Teaching, Learning and Technology that was completed in June of 2006.

Coordination of Video Conferencing

Business, Industry and Community Programs

Biggar, Kindersley and Rosetown offered five courses by video conferencing in order to address the needs of employees and employers with the following courses: pesticide application, well service blow out prevention, fifth class power engineering/fireman's, and computer virus and downloading.

Six administrative sessions were accessed through video conferencing to assist in coordination of industry credit programs and information

Access to Four New Classes

Warman Campus provided access to one class from the Educational Assistant course to a Kindersley Campus student.

Macklin Learning Centre provided 32 access sessions to the Kindersley Campus Office Education instructor to assist students in the Macklin area registered in the Kindersley Office Education program, with a total of three courses video conferenced.

The Heavy Oil Operator Technology program had access to tutorial sessions through conferencing capabilities between Biggar and Kindersley when weather did not permit instructor travel.

Basic Education (using a combination of technologies)

Two Critical Thinking Forums took place for Basic Education students at the Biggar and Kindersley centres.

Capacity Building

A Server was installed in the Kindersley Campus to address increasing need for stable but flexible access to Internet training and CD ROM based training, especially in the oilfield.

Two workshops using First Class were completed, as part of the Information Technology Plan developed to address college wide infrastructure needs. Help desk and IT network support employees were trained in the administration of First Class.

2005-06 Enrollment Summary

Skills Training	Institute Credit	306	
	Industry Credit	1,338	
	Industry Non-Credit	1,066	
Basic Education	Basic Education Credit	147	
	Basic Education Non-Credit	2	
University	University	19	
	Total Enrollment Programs		**2,878**
Career of Student Services	Learner Support and Counselling	6,346	
	Total Enrollment Services		**6,346**
	Total Programs and Services		**9,224**

V. HUMAN RESOURCES

2005-06 Staff List:

Biggar Office

Name	Position
Bishopp, Kristan	Executive Assistant
Bodnarchuk, Mary Jean	Accountant
Box, Jay	Director of Programs and Administration
Dubreuil, Doreen	Coordinator II
Friesen, Korelye	Executive Assistant
Jenks-Prebushewski, Elizabeth	Accounting Clerk/Office Clerk/Attendant
Keith, Cindy	Coordinator I
Kennon, Rhonda	Accounting Clerk / Registrar
Kohlman, Bonnie	Computer Program and Maintenance Technician
Martin, Erin	Human Resources Officer/Executive Assistant
Newton, Margie	Office Clerk
Probert, Bruce	President and Chief Executive Officer
Sherbino, Joyce	Office Clerk/Attendant
Silvernagle, Sandi	Marketing Coordinator
Weinkauf, Wendy	Counsellor

Kindersley Office

Name	Position
Anton, Darlene	Office Clerk
Beechinor, Linda	Attendance
Dyck, Katherine	Counsellor
Idt, Leslie Mae	Office Clerk
Kreiter, Monica	Coordinator II
McCorriston, Willi	Coordinator I
McKnight, Roberta	Counsellor
Olafson, Danita	Coordinator I
Uzelman, Daryl	Office Clerk
Wiebe, Leona	Office Clerk

Rosetown Office

Name	Position
Aylward, Pat	Attendant
Chorneyko, Lisa	Office Clerk
Frerichs, Joyce	Coordinator II
Long, Roberta	Coordinator I
Weinkauf, Wendy	Counsellor

Outlook Office

Name	Position
Ballek, Ruth	Coordinator I and II
Ebenal, Elaine	Coordinator II
Harding, Elaine	Attendant
Joyes, Brenda	Coordinator I
Klotz, Sylvia	Office Clerk

Warman Office

Name	Position
Brown, Donna	Office Clerk
Legare, Michelle	Coordinator II
MacDonald, Marilyn	Learning Consultant
Munson, Karen	Attendant
Prouse, Sheryl	Counsellor
Wiebe, Brigitte	Coordinator I

Macklin Office

Name	Position
Elston, Charity	Coordinator I/Attendant
Fischer, Myrna	Counsellor

Instructional Staff:

Name	Position	Location
Beckett, Sherill	Educational Assistant	Biggar
Beechinor, Linda	Office Education Instructor	Kindersley
Bergen, Stan	Heavy Oil Operator Technician Instructor	Kindersley
Boisvert, Erin	Educational Assistant	Biggar
Dawson, Barb	Basic Education Instructor	Warman
Deyenberg, Carol	Basic Education Instructor	Biggar
Dubois, Lynda	TEL Centre Facilitator	Rosetown
Dyck, Katherine	TEL Centre Facilitator	Kindersley
Elston, Charity	TEL Centre Facilitator	Macklin
Elviss, Sandra	Basic Education Instructor	Kindersley
Friggstad, Kristen	TEL Centre Facilitator	Outlook
Kauth, Howard	Carpentry Program Instructor	Outlook
Kopp, Sharon	Office Education Instructor	Kindersley
McIntyre, Leigh	Educational Assistant	Kindersley
Oviatt, Elaine	Instructor, TEL Centre Facilitator	Warman
Regehr, Eva	Educational Assistant	Warman
Robinson, Colleen	Educational Assistant	Biggar
Sunderland, Jessica	TEL Centre Facilitator	Biggar

The college contracts approximately 300 part-time instructors per year who are not named in the above list.

PRAIRIE WEST REGIONAL COLLEGE

Auditor's Report

Financial Statements - June 30, 2006

Gilchrist & Co.

CERTIFIED MANAGEMENT ACCOUNTANTS

P. O. Box 1191 119 - 3rd Ave. West
Rosetown, Saskatchewan S0L 2V0

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AUDITOR'S REPORT

To the Directors
Prairie West Regional College

We have audited the statement of financial position of Prairie West Regional College as at June 30, 2006 and the statements of operations, changes in net assets and cash flows for the year then ended. The College is responsible for preparing these financial statements for Treasury Board's approval. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of the College as at June 30, 2006 and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

Rosetown, Saskatchewan
September 15, 2006

Gilchrist & Co.
Certified Management Accountant

PRAIRIE WEST REGIONAL COLLEGE
Statement of Financial Position
as at June 30, 2006

Statement 1

	2006			2005
	Operating	Capital	Total	Total
Assets				
Current Assets				
Cash	$ 809,957	$ 433,471	$ 1,243,428	$ 1,450,203
Accounts receivable (note 3)	190,399	28,500	218,899	181,705
Prepaid expenses	42,796	-	42,796	91,008
	1,043,152	461,971	1,505,123	1,722,916
Non-current Assets				
Capital assets (note 4)	-	1,756,827	1,756,827	1,779,701
	$ 1,043,152	$ 2,218,798	$ 3,261,950	$ 3,502,617
Liabilities				
Current Liabilities				
Accrued salaries and benefits	$ 113,162	-	$ 113,162	$ 89,466
Accounts payable and accrued liabilities (note 5)	198,988	-	198,988	192,102
Unearned revenue (note 6)	390,496	-	390,496	713,160
	702,646	-	702,646	994,728
Net Assets				
Invested in capital assets	-	1,756,827	1,756,827	1,779,701
Externally restricted (note 7)	-	345,771	345,771	217,355
Internally restricted (note 7)	235,000	116,200	351,200	399,848
Unrestricted	105,506	-	105,506	110,985
	340,506	2,218,798	2,559,304	2,507,889
	$ 1,043,152	$ 2,218,798	$ 3,261,950	$ 3,502,617

See accompanying notes to financial statements.

On behalf of the Board:

Chairman

PRAIRIE WEST REGIONAL COLLEGE
Statement of Operations
for the year ended June 30, 2006

Statement 2

	Operating			Capital			Totals		
	(Note 8) 2006 Budget	2006	2005	(Note 8) 2006 Budget	2006	2005	(Note 8) 2006 Budget	**2006**	2005
Revenues (Schedule 1)									
Provincial Government	$ 2,898,170	$ 3,001,923	$ 2,776,259	$ 200,000	$ 233,885	$ 169,762	$ 3,098,170	**$ 3,235,808**	$ 2,946,021
Other revenue	1,116,385	1,226,142	1,061,808	-	-	-	1,116,385	**1,226,142**	1,061,808
	4,014,555	4,228,065	3,838,067	200,000	233,885	169,762	4,214,555	**4,461,950**	4,007,829
Expenses (Schedule 2)									
Agency contracts	778,688	895,481	762,981	-	-	-	778,688	**895,481**	762,981
Amortization	-	-	-	225,951	207,750	205,186	225,951	**207,750**	205,186
Equipment	97,068	89,172	92,675	-	-	-	97,068	**89,172**	92,675
Facilities	245,271	243,495	238,214	-	-	-	245,271	**243,495**	238,214
Information technology	74,569	53,164	61,270	-	-	-	74,569	**53,164**	61,270
Operating (schedule 3)	534,768	484,571	422,623	-	-	-	534,768	**484,571**	422,623
Personal services	2,276,126	2,436,902	2,218,800	-	-	-	2,276,126	**2,436,902**	2,218,800
	4,006,490	4,202,785	3,796,563	225,951	207,750	205,186	4,232,441	**4,410,535**	4,001,749
Excess (deficiency) of revenues over expenses	$ 8,065	$ 25,280	$ 41,504	$ (25,951)	$ 26,135	$ (35,424)	$ (17,886)	**$ 51,415**	$ 6,080

See accompanying notes to financial statements.

PRAIRIE WEST REGIONAL COLLEGE
Statement of Changes in Net Assets
for the year ended June 30, 2006

Statement 3

	Capital			Operating		Totals	
	Invested in Capital Assets	Externally Restricted	Internally Restricted	Internally Restricted	Unrestricted	2006	2005
Net assets, beginning of year	$ 1,779,701	$ 217,355	$ 184,848	$ 215,000	$ 110,985	$ 2,507,889	$ 2,501,809
Excess (deficiency) of revenues over expenses	26,135	-	-	-	25,280	51,415	6,080
Appropriated to reserves	-	128,416	(68,648)	20,000	(79,768)	-	-
Interfund transfers (note 12)	(49,009)	-	-	-	49,009	-	-
Net assets, end of year	$ 1,756,827	$ 345,771	$ 116,200	$ 235,000	$ 105,506	$ 2,559,304	$ 2,507,889

Restricted details (note 7)	Beginning Balance	Reclassification	Beginning Balance Restated	Appropriations to Net Assets	Appropriations from Net Assets	Ending Balance
Externally restricted - capital						
Warman facility reserve	$ 217,355	$ -	$ 217,355	$ 130,000	$ 1,584	$ 345,771
Internally restricted - capital						
2005-06 information technology plan reserve	$ 134,848	$ -	$ 134,848	$ -	$ 134,848	$ -
2006-07 computer replacement reserve	-	-	-	66,200	$ -	66,200
Building maintenance reserve	50,000	-	50,000	-	-	50,000
Warman facility reserve	135,000	(135,000)	-	-	-	-
	319,848	(135,000)	184,848	66,200	134,848	116,200
Internally restricted - operating						
Learning centre expansion	35,000	-	35,000	-	-	35,000
Energy Training Centre reserve	-	-	-	50,000	-	50,000
Succession planning	45,000	-	45,000	-	30,000	15,000
Warman facility reserve	-	135,000	135,000	-	-	135,000
	80,000	135,000	215,000	50,000	30,000	235,000
Total internally restricted	$ 399,848	$ -	$ 399,848	$ 116,200	$ 164,848	$ 351,200

See accompanying notes to financial statements.

PRAIRIE WEST REGIONAL COLLEGE
Statement of Cash Flows
for the year ended June 30, 2006

Statement 4

	2006	2005
Cash flows from operating activities		
Excess of revenues over expenses	$ 51,415	$ 6,080
Amortization of capital assets	207,750	205,186
	259,165	211,266
Changes in non-cash working capital		
Increase in accounts receivable	(37,194)	(55,729)
Decrease (increase) in prepaid expenses	48,212	(53,016)
Increase in accrued salaries and benefits	23,696	866
Increase in accounts payable and accrued liabilities	6,886	36,312
(Decrease) increase in unearned revenue	(322,664)	89,924
Cash (used in) provided by operating activities	(21,899)	229,623
Cash flows from investing activities		
Purchase of capital assets	(184,876)	(69,993)
Cash used in investing activities	(184,876)	(69,993)
Net (decrease) increase in cash	(206,775)	159,630
Cash, beginning of the year	1,450,203	1,290,573
Cash, end of the year	$ 1,243,428	$ 1,450,203

See accompanying notes to financial statements.

PRAIRIE WEST REGIONAL COLLEGE
Notes to the Financial Statements
for the year ended June 30, 2006

1. Purpose and Authority

Prairie West Regional College offers educational services and programs under the authority of Section 14 of *The Regional Colleges Act*. The College Board plays an integral part in strategic direction and management guidance.

The purpose of the College is to provide credit and non-credit classroom and vocational training to meet the needs of regional constituents and industry. Prairie West Regional College is exempt from the payment of income tax.

2. Significant Accounting Policies

The financial statements have been prepared in accordance with Canadian generally accepted accounting principles and include the following significant policies:

a) Fund Accounting

The accounts of the College are maintained in accordance with the principles of fund accounting. For accounting and reporting purposes, resources are classified into funds in accordance with specified activities or objectives:

i) Operating Fund

The operating fund accounts for the College's program delivery, service and administrative activities.

ii) Capital Fund

The capital fund reflects the net book value of all capital assets of the College The capital fund also includes contributions, interest and donations designed for capital purposes by the contributor. Also included in the capital fund are the appropriations for future capital expenditures.

b) Revenue Recognition

The College follows the restricted fund method of accounting for contributions. Restricted contributions related to general operations are recognized as revenue of the operating fund in the year in which the related expenses are incurred. Contributions restricted for capital assets are recognized as revenue of the capital fund when received or receivable

Unrestricted operating contributions are recognized as revenue of the operating fund when received or receivable. Tuition and fee revenue is recognized as the course instruction is delivered. Revenue from contractual services is recognized as the service is delivered

c) Capital Assets

Purchased capital assets are recorded at cost. Contributed capital assets are recorded at fair market value at the date of contribution. Capital assets costing under the asset threshold are expensed in the current year

Capital assets are amortized on a straight-line basis over their estimated useful lives as follows and amortization is reported as an expense in the capital fund:

Buildings	20 years
Office furniture	10 years
Office equipment	5 years
Machinery	5 years
Computer equipment	3 years
Leasehold improvements	Term of the lease
System development	5 years

d) Cash

Cash is represented by cash on hand and balances with banks.

3. Accounts Receivable

Accounts receivable are composed of the following:

	2006	2005
Saskatchewan Advanced Education and Employment	$ 80,038	$ 41,101
Province of Saskatchewan - other	9,348	1,644
Regional Colleges	-	841
Saskatchewan Institute of Applied Science and Technology	2,457	3,985
Federal Government	22,889	20,175
Other	104,167	113,959
	$ 218,899	$ 181,705

4. Capital Assets

	2006			2005
	Cost	Accumulated Amortization	Net Book Value	Net Book Value
Buildings	$ 2,051,214	$ 543,044	$ 1,508,170	$ 1,558,314
Land	38,550	-	38,550	38,550
Leasehold improvements	143,748	87,955	55,793	80,452
Office furniture	135,621	86,899	48,722	58,903
Office equipment	44,885	41,873	3,012	6,023
Computer equipment	360,943	282,772	78,171	31,468
Machinery	35,504	11,095	24,409	5,991
Student information system	35,457	35,457	-	-
	$ 2,845,922	$ 1,089,095	$ 1,756,827	$ 1,779,701

5. Accounts Payable and Accrued Liabilities

Accounts payable are composed of the following:

	2006	2005
Province of Saskatchewan - other	$ 37,412	$ 30,223
Regional Colleges	7,148	794
Saskatchewan Institute of Applied Science and Technology	13,080	2,842
Federal Government	49,388	46,300
Other	91,960	111,943
	$ 198,988	$ 192,102

6. Unearned Revenue

Unearned revenue consists of transfers received to carry out specific activities in excess of the expenses incurred on those activities at the end of the fiscal year as follows:

	2006	2005
Saskatchewan Advanced Education and Employment	$ 362,162	$ 662,980
Other	28,334	50,180
	$ 390,496	$ 713,160

7. Restrictions on Net Assets

As at June 30, 2006, the College has received $379,422 of capital revenue from Saskatchewan Advanced Education and Employment toward the construction of a building at the Warman campus. In the 2006 fiscal year, the College received $130,000 and $249,422 in the 2005 and 2004 fiscal years. During the year, the College incurred $1,584 (and $32,067 in the 2005 fiscal year) of capital expenditures toward construction of the building. It is anticipated the College will require the remaining funds by November 2006 which is the anticipated completion date for the new facility.

At June 30, 2005, the Board of Directors internally restricted $135,000 for a capital reserve to provide for its initial lease commitment for the Warman facility. During the year, the Board of Directors has reclassified this reserve as an internally restricted operating reserve to properly reflect the nature of the lease.

The Board of Directors of Prairie West Regional College has placed internal restrictions on $116,200 in capital related projects and $235,000 for operating related initiatives (2005 - $184,848 in capital related projects and $215,000 for operating related initiatives) as detailed on Statement 3. These internally restricted amounts are not available for other purposes without the approval of the Board of Directors.

8. Budget Amounts

The budget amounts on these financial statements were prepared by Regional College management and approved by the Board on May 18, 2005. The Minister approved the budget on June 30, 2005.

9. Related Party Transactions

These financial statements include transactions with related parties. The College is related to all Saskatchewan Crown Agencies such as departments, corporations, boards and commissions under the common control of the Government of Saskatchewan. Also, the College is related to non-Crown enterprises that the Government jointly controls or significantly influences.

Routine operating transactions with related parties are recorded at the rates charged by those organizations and are settled on normal trade terms.

The College brokered and made payments for the following course sessions during the year:

	2006	2005
Saskatchewan Institute of Applied Science and Technology	$ 396,975	$ 375,376

Payments to (from) other related parties include:

	2006	2005
Saskatchewan Regional Colleges expenses	$ 102,675	$ 47,361
Saskatchewan Municipal Employees' Pension Plan	77,675	69,221
SaskTel expenses	42,138	33,195
Saskatchewan Workers' Compensation Board	9,106	8,186
Regional Health Authorities	1,405	-
SaskPower expenses	22,870	19,012
SaskEnergy expenses	14,929	16,491
	$ 270,798	$ 193,466

The College receives long distance telephone service between major centres from SaskTel, a related party, at reduced rates available to Government agencies.

On November 18, 2002, the College entered into a loan agreement with the Education Infrastructure Financing Corporation and Saskatchewan Advanced Education and Employment. The College received $215,000 which is to be repaid over 10 years at 6% interest. Subject to annual appropriations, Saskatchewan Advanced Education and Employment has agreed to service the loan payments. The $215,000 proceeds was recorded as capital revenue in 2002. Effective September 15, 2005, the Board of Revenue Commissioners of the Province authorized the cancellation of this debt subject to the termination of all remaining rights, liabilities and obligations of the parties under the loan agreement. On January 28, 2005 all remaining rights, liabilities and obligations under the loan agreement were terminated.

10. Financial Instruments

The College's significant financial instruments consist of cash, accounts receivable, accured salaries and benefits, accounts payable and accrued liabilities.

a) The carrying amount of these financial instruments approximates fair value due to their short-term maturity. There are no significant terms or conditions related to these financial instruments that may affect the amount, timing or certainty of future cash flows.

b) The College is exposed to credit risk from the potential non-payment of accounts receivable. The majority of the College's accounts receivable is from the Provincial and Federal governments, therefore, credit risk is minimal.

11. Employee Future Benefits

Employees of the College participate in one of two pension plans. Teachers and other employees holding a teaching certificate participate in a defined benefit plan, the Teachers' Superannuation Plan (TSP), which is administered by the Teachers' Superannuation Commission. No matching contribution is made by the College nor does it have a financial obligation to the TSP. All other employees participate through the Municipal Employees Pension Plan (MEPP), which is a multi-employer defined benefit plan.

The last actuarial valuation of the MEPP indicated there was a surplus in the plan. The College's financial obligation to MEPP is limited to making required payments to match amounts contributed by employees for current services. Pension expense for 2006 was $77,675 (2005 - $69,221).

12. Interfund Transfers

In 2006, the Board transferred $49,009 (2005 - $99,769) from the Capital Fund to the Operating Fund to offset withdrawals for capital expenditures.

13 Comparative Information

Certain 2005 balances have been reclassified to conform with the current year's presentation.

Schedule 1

Prairie West Regional College
Schedule of Operating Fund Revenues by Function
for the year ended June 30, 2006

	2006								2006	(Note 8) 2006 Budget	2005
	General	Skills Training		Basic Education		University	Services				
		Credit	Non-credit	Credit	Non-credit	Credit	Learner Support	Counsel	Total	Total	Total
Provincial Government											
Saskatchewan Advanced Education and Employment											
Admin recovery grant	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 20,000	$ -
Operating grant	1,245,009	-	-	-		1,548	66,544	122,396	**1,435,497**	1,417,622	1,396,774
Program payments	23,178	903,768	-	242,931	44,974	-	30,000	50,000	**1,294,851**	1,293,699	1,161,420
Contracts	-	-	-	-	5,000	-	-	-	**5,000**	5,000	5,000
Other	6,000	1,000	-	11,314	-	-	144,646	-	**162,960**	161,849	172,429
	1,274,187	904,768	-	254,245	49,974	1,548	241,190	172,396	**2,898,308**	2,898,170	2,735,623
Other Provincial	4,875	53,516	5,674	-	-	-	-	39,550	**103,615**	-	40,636
	1,279,062	958,284	5,674	254,245	49,974	1,548	241,190	211,946	**3,001,923**	2,898,170	2,776,259
Other Revenue											
Admin recovery	-	-	-	-	-	-	-	-	-	-	-
Contracts	5,759	16,702	1,850	58,059	-	-	-	-	**82,370**	74,183	78,688
Interest	54,337	-	-	-	-	-	-	-	**54,337**	33,750	37,451
Rents	9,135	59	-	-	-	-	90	-	**9,284**	5,700	7,470
Resale items	39	67,862	2,990	1,275	-	-	-	-	**72,166**	99,800	59,055
Tuitions	-	881,603	87,366	-	-	-	-	-	**968,969**	882,709	842,891
Other	24,069	2,245	1,481	-	150	210	10,841	20	**39,016**	20,243	36,253
	93,339	968,471	93,687	59,334	150	210	10,931	20	**1,226,142**	1,116,385	1,061,808
Total revenues	1,372,401	1,926,755	99,361	313,579	50,124	1,758	252,121	211,966	**4,228,065**	4,014,555	3,838,067
Total operating expenses (Schedule 2)	2,067,331	1,430,816	70,829	211,554	11,210	1,396	220,491	189,158	**4,202,785**	4,006,490	3,796,563
Excess (deficiency) of revenues over expenses	$ (694,930)	$ 495,939	$ 28,532	$ 102,025	$ 38,914	$ 362	$ 31,630	$ 22,808	**$ 25,280**	$ 8,065	$ 41,504

See accompanying notes to financial statements.

Schedule 2

Prairie West Regional College
Schedule of Operating Fund Expenses by Function
for the year ended June 30, 2006

	2006									2006	(Note 8) 2006 Budget	2005
	General	Skills Training		Basic Education		University	Services					
		Credit	Non-credit	Credit	Non-credit	Credit	Learner Support	Counsel		Total	Total	Total
Agency contracts	$ -	$ 878,593	$ 16,566	$ 322	$ -	$ -	$ -	$ -		$ 895,481	$ 778,688	$ 762,981
Equipment	77,985	3,744	-	3,153	-	1,367	2,923	-		89,172	97,068	92,675
Facilities	123,482	91,187	6,672	12,444	-	-	9,710	-		243,495	245,271	238,214
Information technology	41,363	147	512	127	-	-	10,508	507		53,164	74,569	61,270
Operating (Schedule 3)	302,770	130,955	16,190	11,436	4,613	29	16,442	2,136		484,571	534,768	422,623
Personal services	1,521,731	326,190	30,889	184,072	6,597	-	180,908	186,515		2,436,902	2,276,126	2,218,800
	$ 2,067,331	$ 1,430,816	$ 70,829	$ 211,554	$ 11,210	$ 1,396	$ 220,491	$ 189,158		$ 4,202,785	$ 4,006,490	$ 3,796,563
			$ 1,501,645		$ 222,764			$ 409,649				

See accompanying notes to financial statements.

Schedule 3

PRAIRIE WEST REGIONAL COLLEGE
Schedule of Operating Expenses
for the year ended June 30, 2006

	Totals		
	2006	(Note 8) 2006 Budget	2005
Operating expenses			
Advertising	$ 28,544	$ 44,079	$ 44,013
Association fees and dues	14,817	11,655	9,644
Bad debts	9,269	200	2,431
Financial services	7,256	6,300	5,777
In-service	13,858	47,478	17,756
Insurance	17,010	15,000	15,561
Materials and supplies	70,985	71,713	65,535
Postage, freight and courier	27,383	19,301	18,434
Printing and duplicating	26,293	33,050	31,407
Professional services	49,468	29,726	16,659
Resale items	68,278	99,800	59,691
Subscriptions	1,674	2,145	1,651
Telephone and fax	43,265	42,836	43,069
Travel	74,298	84,392	63,656
Other	32,173	27,093	27,339
	$ 484,571	$ 534,768	$ 422,623

See accompanying notes to financial statements.

VII. TABLES AND CHARTS

1. ENROLLMENT BY PROGRAM CATEGORY

Comprehensive Enrollment by Program Groups for the Whole College

		Actuals							
		2004-2005				2005-2006			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	**Institute Credit:**								
	SIAST	112	199	23	163	98	182	0	145
	Other	0	17	2	3	6	20	0	10
	Apprenticeship & Trade	0	0	0	0	0	0	0	0
	Total Institute Credit	112	216	25	167	104	202	0	155
	Industry Credit:								
	Total Industry Credit	0	225	929	89	0	237	1101	111
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	36	744	36	0	45	1021	48
TOTAL SKILLS TRAINING		112	477	1698	292	104	484	2122	314
BASIC EDUCATION	**BE Credit:**								
	Adult 12	28	39	0	39	40	32	0	48
	Adult 10	27	6	0	27	25	14	0	27
	Academic GED	0	0	0	0	0	36	0	21
	Total BE Credit	55	45	0	66	65	82	0	96
	BE Non-Credit:								
	Employability/Life Skills	0	0	0	0	0	2	0	2
	English Language Training	0	0	0	0	0	0	0	0
	General Academic Studies	0	0	0	0	0	0	0	0
	Literacy	0	0	0	0	0	0	0	0
	Total BE Non-Credit	0	0	0	0	0	2	0	2
TOTAL BASIC EDUCATION		55	45	0	66	65	84	0	98
UNIVERSITY	*Total University*	3	26	0	6	6	13	0	6
TOTAL ENROLLMENT		170	548	1698	364	175	581	2122	418

Full-Time Student: is defined as one who is taking courses that collectively require a minimum of 18 hours of scheduled class time per week for a minimum period of 12 weeks. There are two exceptions to this definition:

(a) for Apprenticeship and Trade: a complete level (depending on the trade) is required; and

(b) for university courses: a minimum of 216 hours of scheduled class time for the academic year.

Part-Time Student: is defined as (a) one who is taking courses of less than 12 weeks duration, even if they collectively require more than 18 hours of scheduled class time per week; or (b) one who is taking courses that are at least 12 weeks in duration but collectively require less than 18 hours of scheduled class time per week.

Casual Student: is defined as one who is taking courses (within a program group) that collectively total less than 30 hours.

Full-Load Equivalent: is defined as the total participant hours divided by the accepted full-load equivalent factor for a program group.

Biggar Enrollment by Program Groups

		Actuals							
		2004-2005				2005-2006			
	Program Groups	Student FT	Student	Student Enroll Casual	FLEs	Student FT	Student	Student Enroll Casual	FLEs
SKILLS TRAINING	**Institute Credit:**								
	SIAST	14	52	0	21	12	57	0	19
	Apprenticeship & Trade	0	0	0	0	0	0	0	0
	Total Institute Credit	14	52	0	21	12	57	0	19
	Industry Credit:								
	Total Industry Credit	0	9	82	8	0	20	140	12
	Non-Credit (Industry Non-Credit, /Individual Non-Credit, Personal n-Credit)								
	Total Non-Credit	0	3	168	6	0	12	210	11
TOTAL SKILLS TRAINING		14	64	250	35	12	89	350	42
BASIC EDUCATION	**BE Credit:**								
	Adult 12	12	26	0	20	23	16	0	30
	Adult 10	11	5	0	13	12	5	0	14
	Academic GED	0	0	0	0	0	9	0	1
	Total BE Credit	23	31	0	33	35	30	0	45
	BE Non-Credit:								
	Employability/Life Skills	0	0	0	0	0	2	0	2
	English Language Training	0	0	0	0	0	0	0	0
	General Academic Studies	0	0	0	0	0	0	0	0
	Literacy	0	0	0	0	0	0	0	0
	Total BE Non-Credit	0	0	0	0	0	2	0	2
TOTAL BASIC EDUCATION		23	31	0	33	35	32	0	47
UNIVERSITY	***Total University***	0	3	0	1	1	0	0	1
TOTAL ENROLLMENT		37	98	250	69	48	121	350	90

Kindersley Enrollment by Program Groups

		Actuals							
		2004-2005				2005-2006			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	**Institute Credit:**								
	SIAST	10	55	7	25	7	41	0	17
	Other	0	17	2	3	6	20	0	10
	Apprenticeship & Trade	0	0	0	0	0	0	0	0
	Total Institute Credit	10	72	9	28	13	61	0	27
	Industry Credit:								
	Total Industry Credit	0	184	701	65	0	173	825	78
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	17	170	10	0	18	221	12
TOTAL SKILLS TRAINING		10	273	880	103	13	252	1046	118
BASIC EDUCATION	**BE Credit:**								
	Adult 12	9	7	0	10	5	6	0	5
	Adult 10	8	0	0	6	10	5	0	10
	Academic GED	0	0	0	0	0	16	0	11
	Total BE Credit	17	7	0	16	15	27	0	26
	BE Non-Credit:								
	Employability/Life Skills	0	0	0	0	0	0	0	0
	English Language Training	0	0	0	0	0	0	0	0
	General Academic Studies	0	0	0	0	0	0	0	0
	Literacy	0	0	0	0	0	0	0	0
	Total BE Non-Credit	0	0	0	0	0	0	0	0
TOTAL BASIC EDUCATION		17	7	0	16	15	27	0	26
UNIVERSITY	***Total University***	2	11	0	4	4	6	0	40
TOTAL ENROLLMENT		29	291	880	123	32	285	1046	147

Outlook Enrollment by Program Groups

		Actuals							
		2004-2005				2005-2006			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	**Institute Credit:**								
	SIAST	11	27	2	15	13	19	0	17
	Other	0	0	0	0	0	0	0	0
	Apprenticeship & Trade	0	0	0	0	0	0	0	0
	Total Institute Credit	11	27	2	15	13	19	0	17
	Industry Credit:								
	Total Industry Credit	0	0	73	5	0	1	54	4
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	7	93	5	0	5	233	10
TOTAL SKILLS TRAINING		11	34	168	25	13	25	287	31
BASIC EDUCATION	**BE Credit:**								
	Adult 12	0	0	0	0	0	0	0	0
	Adult 10	0	0	0	0	0	0	0	0
	Academic GED	0	0	0	0	0	3	0	1
	Total BE Credit	0	0	0	0	0	3	0	1
	BE Non-Credit:								
	Employability/Life Skills	0	0	0	0	0	0	0	0
	English Language Training	0	0	0	0	0	0	0	0
	General Academic Studies	0	0	0	0	0	0	0	0
	Literacy	0	0	0	0	0	0	0	0
	Total BE Non-Credit	0	0	0	0	0	0	0	0
TOTAL BASIC EDUCATION		0	0	0	0	0	3	0	1
UNIVERSITY	***Total University***	1	3	0	1	0	0	0	0
TOTAL ENROLLMENT		12	37	168	27	13	28	287	32

Rosetown Enrollment by Program Groups

		Actuals							
		2004-2005				2005-2006			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	**Institute Credit:**								
	SIAST	20	19	6	30	12	7	0	18
	Other	0	0	0	0	0	0	0	0
	Apprenticeship & Trade	0	0	0	0	0	0	0	0
	Total Institute Credit	20	19	6	30	12	7	0	18
	Industry Credit:								
	Total Industry Credit	0	29	71	10	0	22	82	9
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	4	226	7	0	3	151	6
TOTAL SKILLS TRAINING		20	52	303	47	12	32	233	32
BASIC EDUCATION	**BE Credit:**								
	Adult 12	0	0	0	0	0	0	0	0
	Adult 10	0	0	0	0	0	0	0	0
	Academic GED	0	0	0	0	0	5	0	3
	Total BE Credit	0	0	0	0	0	5	0	3
	BE Non-Credit:						0		
	Employability/Life Skills	0	0	0	0	0	0	0	0
	English Language Training	0	0	0	0	0	0	0	0
	General Academic Studies	0	0	0	0	0	0	0	0
	Literacy	0	0	0	0	0	0	0	0
	Total BE Non-Credit	0	0	0	0	0	0	0	0
TOTAL BASIC EDUCATION		0	0	0	0	0	5	0	3
UNIVERSITY	***Total University***	0	3	0	0	0	1	0	0
TOTAL ENROLLMENT		20	55	303	47	12	38	233	36

Warman Enrollment by Program

		Actuals							
		2004-2005				2005-2006			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	**Institute Credit:**								
	SIAST	57	57	10	72	54	63	0	75
	Other	0	0	0	0	0	0	0	0
	Apprenticeship & Trade	0	0	0	0	0	0	0	0
	Total Institute Credit	57	57	10	72	54	63	0	75
	Industry Credit:								
	Total Industry Credit	0	0	17	1	0	21	26	8
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	4	96	7	0	7	220	9
TOTAL SKILLS TRAINING		57	61	123	81	54	91	246	91
BASIC EDUCATION	**BE Credit:**								
	Adult 12	7	6	0	9	12	10	0	13
	Adult 10	8	1	0	8	3	4	0	3
	Academic GED	0	0	0	0	0	5	0	5
	Total BE Credit	15	7	0	17	15	19	0	21
	BE Non-Credit:								
	Employability/Life Skills	0	0	0	0	0	0	0	0
	English Language Training	0	0	0	0	0	0	0	0
	General Academic Studies	0	0	0	0	0	0	0	0
	Literacy	0	0	0	0	0	0	0	0
	Total BE Non-Credit	0	0	0	0	0	0	0	0
TOTAL BASIC EDUCATION		15	7	0	17	15	19	0	21
UNIVERSITY	***Total University***	0	6	0	1	1	6	0	1
TOTAL ENROLLMENT		72	74	123	99	70	116	246	114

2: Equity Participation Enrollments by Program Groups for the Whole College

		Actuals																							
		2004-2005												2005-2006											
	Program Groups	Aboriginal			Visible Minority			Disability			Total Enrollment			Aboriginal			Visible Minority			Disability			Total Enrollment		
SKILLS TRAINING		FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
	Institute Credit:																								
	SIAST	7	6	0	1	1	0	5	9	1	112	199	23	8	7	0	2	1	0	6	5	0	98	182	0
	Other:	0	0	0	0	0	0	0	0	0	0	17	2	0	0	0	0	0	0	0	0	0	6	20	0
	Apprenticeship & Trade	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total Institute Credit	7	6	0	1	1	0	5	9	1	112	216	25	8	7	0	2	1	0	6	5	0	104	202	0
	Industry Credit:																								
	Total Industry Credit	0	5	11	0	2	2	0	2	2	0	225	929	0	4	17	0	0	3	0	5	13	0	237	1101
	Non-Credit (Industry Non-Credit, Community/Indivudual Non-Credit, Personal Interest Non-Credit)																								
	Total Non-Credit	0	1	5	0	1	1	0	0	5	0	36	744	0	1	10	0	0	4	0	1	11	0	45	1021
TOTAL SKILLS TRAINING CREDIT		7	12	16	1	4	3	5	11	8	112	477	1698	8	12	27	2	1	7	6	11	24	104	484	2122
BASIC EDUCATION	**Basic Education Credit:**																								
	Adult 12	7	16	0	3	0	0	5	8	0	28	39	0	20	12	0	2	2	0	2	3	0	40	32	0
	Adult 10	10	2	0	3	0	0	7	2	0	27	6	0	11	5	0	2	0	0	3	2	0	25	14	0
	Academic GED	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	3	0	0	36	0
	Total BE Credit	17	18	0	6	0	0	12	10	0	55	45	0	31	19	0	4	2	0	5	8	0	65	82	0
	Basic Education Non-Credit:																								
	Employability/Life Skills	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	2	0
	English Language Training	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	General Academic Studies	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Literacy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total BE Non-Credit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	2	0
TOTAL BASIC EDUCATION		17	18	0	6	0	0	12	10	0	55	45	0	31	19	0	4	2	0	5	10	0	65	84	0
UNIVERSITY	***Total University***	0	0	0	0	0	0	0	0	0	3	26	0	0	0	0	0	0	0	0	0	0	6	13	0
TOTAL ENROLLMENT		24	30	16	7	4	3	17	21	8	170	548	1698	39	31	27	6	3	7	11	21	24	175	581	2122

Note: Cas = Casual

3: Student Success by Program Groups for the Whole College

		Actuals								
		2004-2005				2005-2006				
	Program Groups	Total Students	Total Students	Total Employed	Total Going to	Total students	Total Students	Total Students	Total Employed	Of those contacted,

		Completed			Graduated						Further Training			completed but did not graduate			Graduated			contacted			of those contacted			total going to Further Training		
		FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
Skills Training	**Institute Credit:**																											
	SIAST	11	150	6	94	47	7	78	78	11	18	73	1	10	126	0	88	55	0	76	132	0	55	84	0	11	38	0
	Other:	0	8	0	0	10	1	0	2	1	0	0	0	0	8	0	5	11	0	4	14	0	4	8	0	0	2	0
	Apprenticeship & Trade	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total Institute Credit	11	158	6	94	57	8	78	80	12	18	73	1	10	134	0	93	66	0	80	146	0	59	92	0	11	40	0
	Industry Credit:																											
	Total Industry Credit	0	6	46	0	220	885	0	30	0	0	0	0	0	6	4	0	233	1088	0	30	0	0	28	0	0	1	0
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)																											
	Total Non-Credit	0	36	739	0	0	0	0	0	0	0	0	0	0	45	1019	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL SKILLS TRAINING		11	200	791	94	277	893	78	110	12	18	73	1	10	185	1023	93	299	1088	80	176	0	59	120	0	11	41	0
Basic Education	**Basic Education Credit:**																											
	Adult 12	24	25	0	2	0	0	11	5	0	13	16	0	23	16	0	15	2	0	31	12	0	8	4	0	19	8	0
	Adult 10	20	4	0	1	0	0	4	0	0	13	2	0	16	2	0	6	0	0	21	2	0	3	1	0	17	1	0
	Academic GED	0	0	0	0	0	0	0	0	0	0	0	0	0	30	0	0	6	0	0	0	0	0	0	0	0	0	0
	Total BE Credit	44	29	0	3	0	0	15	5	0	26	18	0	39	48	0	21	8	0	52	14	0	11	5	0	36	9	0
	Basic Education Non-Credit:																											
	Employability/Life Skills	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0
	English Language Training	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	General Academic Studies	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Literacy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total BE Non-Credit	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL BASIC EDUCATION		44	29	0	3	0	0	15	5	0	26	18	0	39	50	0	21	8	0	0	0	0	11	5	0	36	9	0
UNIVERSITY	***Total University***	2	26	0	0	0	0	0	0	0	0	0	0	6	11	0	0	0	0	5	5	0	0	1	0	5	4	0
TOTAL ENROLLMENT		57	255	791	97	277	893	93	115	12	44	91	1	55	246	1023	114	307	1088	137	195	0	70	126	0	52	54	0

Completed = the total number of students who completed course requirements or remained to the end of the program but did not graduate.
Graduated = the number of students who successfully completed all course requirements resulting in achievement of certification by a recognized credit granting institution or recognized by industry. Note: Cas = Casual

4. Equity Participation Completers and Graduates by Program Groups for the Whole College

		Actuals																	
		2004-2005									200-2006								
	Program Groups	Aboriginal			Visible Minority			Disability			Aboriginal			Visible Minority			Disability		
SKILLS TRAINING		E	C	G	E	C	G	E	C	G	E	C	G	E	C	G	E	C	G
	Institute Credit:																		
	SIAST	13	5	8	2	1	1	15	9	4	15	3	12	3	0	3	11	4	6
	Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Apprenticeship & Trade	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total Institute Credit	13	5	8	2	1	1	15	9	4	15	3	12	3	0	3	11	4	6
	Industry Credit:																		
	Total Industry Credit	16	0	16	4	0	4	4	1	3	21	0	21	3	0	3	18	1	18
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)																		
	Total Non Credit	6	6	0	2	2	0	5	5	0	11	11	0	4	4	0	12	12	0
TOTAL SKILLS TRAINING CREDIT		35	11	24	8	3	5	24	15	7	47	14	33	10	4	6	41	17	24
BASIC EDUCATION	**Basic Education Credit:**																		
	Adult 12	23	15	0	3	3	0	13	9	1	32	12	12	4	1	2	5	3	1
	Adult 10	12	9	0	3	3	0	9	5	0	16	9	1	2	1	1	5	2	1
	Academic GED	0	0	0	0	0	0	0	0	0	2	2	0	0	0	0	3	3	0
	Total BE Credit	35	24	0	6	6	0	22	14	1	50	23	13	6	2	3	13	8	2
	Basic Education Non-Credit:																		
	Employability/Life Skills	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2	0
	English Language Training	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	General Academic Studies	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Literacy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total BE Non-Credit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL BASIC EDUCATION		35	24	0	6	6	0	22	14	1	50	23	13	6	2	3	15	10	0
UNIVERSITY	***Total University***	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL ENROLLMENT		70	35	24	14	9	5	46	29	8	97	37	46	16	6	9	56	27	26

E = total enrollment
C = completers (the total number of students who completed course requirements or remained to the end of the program).
G = graduates (the total number of students who successfully completed all course requirements resulting in achievement of certification by a recognized credit granting institution or recognized by industry).

VIII. STRATEGIC PLAN & PERFORMANCE MEASURES CHART

Mission: *Provide learning opportunities that support the economic and social development of rural Saskatchewan.*

GOAL What the college will focus on.	**1. Meet the Needs of Communities:**	
OBJECTIVES What needs to be accomplished to advance the college towards its Goal	1.1 By recognizing that each district within the college region is unique, and assessing and addressing the education and training needs of those districts accordingly 1.2 By offering a comprehensive choice of programs and services 1.3 By providing access to programs and services 1.4 By working with businesses and organizations that contribute to the economic development of communities.	**KEY ACTIONS** Initiatives that were intended to achieve college targets 1. Regional Needs Assessment (RNA), and programs and service plans based on local/district information 2. Maintain enrollment and services usage numbers and success rates of students. Reports as required. 3. Pursue partnerships to increase capacity of basic education and related programs. 4. Marketing Strategy: improve public awareness of what the college offers; improve web page; advocacy; attract aboriginal students to the college. 5. Continue development and implementation of the Technology Enhanced Learning (TEL) initiative as per the college's TEL Plan (see Program Plan), and participate on TEL initiatives at the provincial level. 6. Energy Training Centre (ETC): work in concert with Kindersley Business Focus Group to develop and expand the ETC as per the college's ETC Plan (see Program Plan) 7. Concentrate efforts with those groups that have an educational component contemplated for their iniative(s): Health, REDAs, Chambers, special interest groups.

	Measures	2005-06 Targets	2005-06 Results
PERFORMANCE MEASURES **Is the college advancing toward its goals?**	1. Production of a Regional Needs Assessment (RNA) document within the first half of the year, with recommendations based on local information.	Complete RNA document by December 31, 2005	Completed January 2006
	2. Reports as per Student Information System (SIS) categories: ➢ Maintain the number of programs and services enrollments	<u>Baseline: 2003-04</u> *Program Enrollments*: 2,736 Students Clients accessing Career & student services: 5,001 Students utilizing TEL services: 319	2,878 Students enrolled 6,346 accessing Career & Student Services Students utilizing TEL services: 340
	➢ Employment rate of graduates, obtained from annual follow-up surveys	88% employment rate of graduates	91% of graduates employed or in further training, six months after graduation
	➢ Participation/graduation/employment rates of equity groups for credit programs	4% equity groups participation	6% equity groups participation
	3. Meet the goals outlined in the college's Technology Enhanced Learning (TEL) plan	Meet or exceed commitment to Common Basic Services outlined in TEL plan: Access & Operations; Facilitation & Tutoring; Counselling & Coordination; Management & Collaboration	The college has exceeded the minimum service agreed upon by all colleges. Prairie West articulated a new TEL and Career & Student Services strategic plan during the 05-06 year.
	4. Report the Job Start/Future Skills investment in the region and the amount of contractual revenue obtained by the college, in order to measure the involvement of employers in education and training	Enrollment 43 $183,006	Enrollment 80 $199,547
	4b. Develop capacity of the Energy Training Centre (ETC) as per the college's ETC plan	Expand safety training; HOOT program; Marketing strategy; Explore feasibility of expansion with private partners (see program plan)	Enrolment in the ETC increased 15%

GOAL What the college will focus on.	**2. Ensure Delivery of High Quality Programs and Services:**		
OBJECTIVES What needs to be accomplished to advance the college towards its Goal	2.1 By providing career and student services throughout the region 2.2 By developing and implementing program and service evaluation process	**KEY ACTIONS** Initiatives that were intended to achieve college targets 1. Provide online career services support for students 2. Develop Recognition of Prior Learning (PLR) services consistent with the colleges' and the province's RPL frameworks. 3. Participation in the national Adult Learner Focused Institution (ALFI) project. 4. Provide student assessment services through a specialized Learning Consultant and counselling staff. 5. Evaluate and develop a long term plan for the scope of Career & Student Services (CSS), to ensure services are available throughout the region. 6. Ensure program content and delivery is appropriate to meet individual learning needs, including culturally sensitive content and delivery for aboriginal students	
PERFORMANCE MEASURES Is the college advancing toward its goals?	**Measures**	**2005-06 Targets**	**2005-06 Results**
	5. Development of a long term plan for career and student services (CSS) for the region	Draft five year plan by April 2006	Completed as a combined plan with Career & Student Services, Learning Centres and TEL
	6. By means of satisfaction surveys, all students enrolled in courses at the college will be surveyed to ensure that their needs are being met	Baseline. Administer and report on results of satisfaction surveys in Annual Report. 2003-04, 98% of students responded favourably	55% of total students surveyed 97% surveyed indicated the course met their needs
	7. Further develop tools and processes to improve programs and services evaluation.	Tools developed by June 2006	Evaluation instrument development still underway

GOAL What the college will focus on.	**3. Effectively Manage the Institution:**	
OBJECTIVES What needs to be accomplished to advance the college towards its Goal	3.1 By effect evaluation and utilization of college information technology systems 3.2 By evaluating and implementing annual planning and reporting processes 3.3 By continuous review and development of college policies 3.4 Provide funds for, and encourage staff development activities and training	**KEY ACTIONS** Initiatives that were intended to achieve college targets 1. Begin staged implementation of the college's information technology (IT) plan. 2. Continue commitment to the use of the provincial Student Information System (SIS) 3. Develop systems to collect information related to services the college offers, so that college activity is accurately reported. 4. Ensure that staff is adequately informed of Privacy Act requirements in dealing with personal information collected by the college. 5. Ensure planning and reporting processes are in place and required documents and reporting are completed in a timely fashion and are compliant with legislative, departmental, and Board requirements. Documents include the Business Plan, Annual Report, RNA, and trimester reports. 6. Complete review, updating where required, of all college policies and guidelines by the Board's Annual Meeting of each year

PERFORMANCE MEASURES Is the college advancing toward its goals?	**Measures**	**2005-06 Targets**	**2005-06 Results**
	8. Implementation of information technology (IT) plan	Staged implementation begins in 2005-06	Implementation on schedule as per IT plan
	9. Production of RNA, Business Plan, Annual Report, and trimester reviews, and other reports as required.	Documents are timely and compliant with legislative, departmental and Board requirements.	Accountability requirements are being met. Work continues on how to best accomplish this function with minimal impact, or time taken away from delivering programs and services.
	10. Review all college policies, updating where necessary, and developing new policies where gaps exist	Complete review and updating by June 2006	Policies reviewed and updated on or before Board's Annual General meeting June 2006
	11. Number of staff development and training activities attended by staff	90% of staff engaged in at least one training or development activity during the year.	94% of the staff were involved with in-service training or accessed Professional Development.

IX. SATISFACTION SURVEYS

Skills Training:

1. Full-time and Part-time Technical Programming Satisfaction Survey

Evaluations were conducted at the end of every program to provide feedback to the program coordinator on various components of program administration, including instruction. The information allows the program coordinator to make positive adjustments to future programs, if required. The following chart reflects the percentages of clients that agreed, somewhat agreed, or disagreed that the course met their expectations. The following chart is from a sampling of 54.81% of the courses offered by the college.

INSTITUTE CREDIT	AGREE	SOMEWHAT AGREE	DISAGREE
This course met my expectations 2004-05	75%	25%	0%
This course met my expectations 2005-06	69%	23%	8%

2. Industry Credit & Non-Credit Programming Satisfaction Survey

INDUSTRY CREDIT	AGREE	SOMEWHAT AGREE	DISAGREE
This course met my expectations 2004-05	94%	6%	0%
This course met my expectations 2005-06	96%	4%	0%

INDUSTRY NON-CREDIT	AGREE	SOMEWHAT AGREE	DISAGREE
This course met my expectations 2004-05	79%	20%	1%
This course met my expectations 2005-06	84%	15%	1%

X. GLOSSARY OF TERMS

Student

A distinct student is an individual participating in one or more program groups offered by the college. Number of distinct students in one year – determined by a unique identifier such as a Social Insurance Number, Health Card Number or PSE Number.

Full-Time Student

A student who is taking a course(s) (within a Program Group) that collectively require a minimum of 18 hours of scheduled class time per week for a minimum duration period of 12 weeks (both conditions need to be true). There are two exceptions:

- ✓ Apprenticeship and Trade: a complete level (depending on the trade) is required;
- ✓ University courses: a minimum of 9 hours of scheduled class time per week for a minimum duration period of 13 weeks.

Part-Time Student

A student who is taking a course(s) (within a program group) that collectively require less than 18 hours of scheduled class time per week (equal to or more than 30 hours in total) for a minimum duration period of less than 12 weeks. Exceptions:

- ✓ University courses: less than 9 hours of scheduled class time per week for a minimum duration period of 13 weeks.

Casual Student

A student who is taking a course(s) (within a program group) that collectively total less than 30 hours in total. Note: There would be no casual students in the University group as the minimum a university student can take is one three-credit unit class (39 hours).

Program group – a combination of 'program area', program type or program category identified for the specific purpose of reporting student enrollments.

Full Load Equivalent (FLE) for each Program Group Chart:

PROGRAM AREA	PROGRAM TYPE	# OF PARTICIPANT (STUDENT) HOURS REQUIRED TO EQUAL ONE (1) FLE
Skills Training	Institute Credit	900
	Industry Credit	240
	Apprenticeship & Trades	240
	Industry Non-Credit	240
Basic Education	BE Credit	900
	BE Non-Credit	420
University	University Credit	390

SIS Program Definitions

Skills Training

Institute Credit:
Education and training which leads to a credential ie. Certificate, diploma, degree; from a recognized credit-granting institution.

Industry Credit:
Education and training which leads to a credential that is recognized by an industry association or sector, regulatory body or licensing agency.

Apprenticeship and Trade:
Education and training certified through Apprenticeship and Trade Commission.

Industry Non-Credit:
Education and training that meets the needs identified for an industry(s), group(s), firm(s) or sector(s) that does not result in credentials or certification recognized by an industry association or sector, regulatory body or licensing agency.

Basic Education

Basic Education Credit:
Learning that is certified by Saskatchewan Learning.

Basic Education Non-Credit:
Learning which may include some form of evaluation, however, does not result in certification by a recognized body.

University

University Credit:
University credit training.

Services

The formal act (activities which are tracked) of helping, providing assistance and/or advice.

Learner Support:
Exam Invigilation, Tutor Matching, Study Skills/Life Management, Technical Assistant, Employment Services, and Employer Services

Counselling:
Career, Academic, Financial and Personal Counselling

PRAIRIE WEST REGIONAL COLLEGE

CAMPUS LOCATIONS

Biggar Campus
Box 700
Biggar, SK S0K 0M0
PH: (306) 948-3363
FX: (306) 948-2094
Email: biggar.office@pwrc.sk.ca
www.pwrc.sk.ca

Kindersley Campus
Box 488
Kindersley, SK S0L 1S0
PH: (306) 463-6431
FX: (306) 463-1161
Email: kindersley.office@pwrc.sk.ca
www.pwrc.sk.ca

Outlook Campus
Box 1237
Outlook, SK S0L 2N0
PH: (306) 867-8857
FX: (306) 867-8722
Email: outlook.office@pwrc.sk.ca
www.pwrc.sk.ca

Rosetown Campus
Box 610
Rosetown, SK S0L 2V0
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Warman Campus
Box 1001
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